DOCUMENT RESUME

ED 246 189 CE 039 114

TITLE In the Corners of Our Time. Six Years of the Council's Work. 1977-1983.
INSTITUTION Advisory Council for Adult and Continuing Education, Leicester (England).
PUB DATE Oct 83
NOTE 16p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Access to Education; *Adult Education; *Advisory Committees; Continuing Education; *Educational Development; Educational Finance; *Educational Research; Foreign Countries; Needs Assessment; Nontraditional Education; Participation
IDENTIFIERS *England; *Wales

ABSTRACT

The Advisory Council for Adult and Continuing Education was established in 1977 to advise generally on matters relevant to the provision of education for adults in England and Wales. Members divided into two main committees to address two issues: (1) to promote cooperation between various bodies in adult education and deploy available resources most effectively; and (2) to promote the development of future policies and priorities regarding continuing education. Areas of study have included adults' existing experience and needs, information and advisory services and the use of them, the nature of current adult participation, barriers to access, and educational alternatives. Four other interrelated questions have been studied to meet the needs of adult students, expressed as follows: "What kinds of structures and organization meet the needs of what kinds of students for what kinds of courses, at what level of costs?" An information survey was commissioned to provide information on estimates of expenditure on continuing education and fees for different types of courses and students. Other reports have focused on needs of priority groups. Indications of the Council's impact have been acceptance of the term "continuing education" and educators' raised awareness. (An annotated listing of the Council's publications is appended.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED246189

ADVISORY COUNCIL FOR ADULT AND CONTINUING EDUCATION

IN THE CORNERS OF OUR TIME

Six Years of the Council's Work

1977 - 1983

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M Warburton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE039114

ACACE
19b De Montfort Street
Leicester
LE1 7GE

October 1983

The Advisory Council for Adult and Continuing Education was established in October 1977 by the then Secretary of State for Education and Science, the Rt Hon Shirley Williams MP, with the following terms of reference:

To advise generally on matters relevant to the provision of education for adults in England and Wales, and in particular:

(a) to promote co-operation between the various bodies in adult education and review current practice, organisation and priorities, with a view to the most effective deployment of available resources; and

(b) to promote the development of future policies and priorities, with full regard to the concept of education as a process continuing throughout life.

1. Its foundation

The newly appointed members of the Advisory Council for Adult and Continuing Education who met together for the first time in October 1977 were acutely conscious both of their responsibilities and of their vulnerabilities. Although the Russell Committee, some four years previously, had recommended the setting up of a **Development Council**, the final decision was for a more limited body, one which was to follow the time honoured English tradition of public service, being organised as a quasi-autonomous non-governmental organisation. Little did we realise how significant this phrase was to become as we continued our work. We were made even more aware of our onerous task as we were told that more people had been nominated or nominated themselves for this body than any similar one, and that no-one who had been invited to serve had declined the invitation.

The fact that we had not been given the responsibility, power and level of funding of a Development Council, did not, however, prevent all those involved in adult education laying expectations on the embryonic council as if we had been. We have continued to endeavour to explain, without total success, our role and purpose, and the limitations to our possibilities of action. These limitations stemmed in part from our limited funding and the tiny number of staff it paid for, in part from our **advisory** role and in part from the **temporary** nature of our existence. The initial three year's term of appointment by the then Secretary of State, Shirley Williams, was renewed for a second three year term in 1980 by Mark Carlisle, but QUANGOS were already under attack and we expected our life to be limited. There is no question that the knowledge of this limited life affected the way in which we were able to work and our choice of priorities. We would, however, all continue to argue that the educational needs of adults demand a continuing commitment from governments of all parties analogous to the commitment freely agreed to for children. Educational provision needs to be planned over longer time-scales than the life of any one government, and its effects can only similarly be judged.

2. How we worked

Given our remit, how should we work? It was clear that the government had given us new tasks, embodied in our twin terms of reference, even though few of us believed that our responsibilities were adequately matched by the power and resource entrusted to us. The twin phrases, "education for adults" and "education as a process continuing throughout life" continued to ring in our ears.

At our first meeting the then Secretary of State gave us our first and very important remit, to look at basic education for adults. She also exhorted us to raise the level of excitement about adult education. At that same meeting, the tension that was to face us continually started to emerge: were we to operate most effectively by responding to other people's priorities, and to the needs of other groups and agencies for advice and support, or were we to set our own agenda, determine our own priorities, and try to move forward? The fashionable jargon at that time phrased the question as "should we be reactive or proactive?". It became clear immediately that we had to be both; and this necessity, in fact, derived directly from **both** our terms of reference.

People working in the here and now of adult education were under extreme pressure, needed support and looked to the Council for guidance and leadership. Others looked forward to the broader notion of continuing education and the changing needs of the end of the century and were concerned that short-term decisions should also be consistent with a move towards shared long-term goals. The first members of the Council divided happily and creatively into two main groups and addressed both these tasks with equal relish.

The Council was to work with a very small and devoted secretariat, and had therefore to rely heavily on the commitment of its "volunteer members", all of whom were giving up their leisure in the common pursuit of a common goal: our work had to be done in the "corners of our time". We were neither elected nor meant to be representative, but we did embody a range of views and interests: not just one, but two or even three by each of us. One Local Authority Councillor knew about publishing; a female student was from Wales; another woman was a librarian. So the linkages were made and the diverse interests represented - the colleges and the universities, adult education, the local authorities, the voluntary bodies in adult education, the Trades Union Congress, the Confederation of British Industries, industrial training, broadcasters, the Open University, and so on. This diverse group of people had to work together to become more than the sum of its parts. It is important to record that we were from the beginning given marvellous support in this work by all our assessors, from the DES, the Welsh Office, the MSC and the NIAE.

We felt the need to respond immediately to many of the live issues in adult education. Our first main committee pragmatically named "A" after our first term of reference, took on this task. We also wished to look forward and to respond to our second term of reference. This task was taken on by our second main committee, named "B". Other important but narrower or more specialist tasks were taken on by working groups or by individual members who accepted a watching brief over different areas of responsibility: these included among others, women, the churches, library services, prisons, the handicapped, the retired and young adults. In some instances, it also proved possible to use our limited funds to complement the secretariat staff with temporary short term appointments of researchers in specific areas of enquiry; and occasionally to commission enquiries by research organisations.

In many of these areas of work we benefited greatly from others, not on Council, with special knowledge of individual fields who gave generously of their own time to assist our working groups and sub-committees.

In practice, the demands both of the present and the future turned out to fall into the same overall framework. The needs of adults for education, whether now or in the future, whether as younger or older, whether for continuing education or for continuing training, demand a coherent approach and a robust framework of opportunities. Looked at against such long term goals, short term differences of interest and emphasis between different organisational groupings currently working with adults assume a changed perspective. Contributions to an understanding of different problems may have derived from response to a current crisis, from an initiative of government, from a vision of the future. It may have come from any sector of the field, from any possible student group, or from any subject need. It is now less important to look at where the impetus for work and change came from than to record its overall framework. Our work can be summed up under six main headings, all of which will continue to be important over the next decade or so.

3. Needs and demands

We continue to believe that demand for educational opportunities among adults is great, and that latent needs must be identified, and translated into actual demands and consequent provision. Adults need information and encouragement to bring out the full force of these demands. At the same time, this is the most difficult subject on which to provide hard evidence, as others, notably opinion pollsters, who attempt to forecast future actions, well know. Asking people who have never thought of wanting education is like asking those people accustomed only to ice-boxes their views on refrigerators.

It was serendipitous that as ACACE was identifying its areas of future work, the DES was reviewing its research priorities for policy making over the next few years. The DES accepted the education of adults as a priority area for study and funded, through ACACE, a major national survey on **Adults: their educational experience and needs**. This has provided a bench mark of information on existing experience and needs on which it is now possible to build, particularly since a specific task of the survey was to look at the potential needs of those who had experienced less education in the past.

Closely related to this has been the major investigative report on information and advisory services **Links to Learning** which made systematic proposals for the extension of information, advice and counselling services for adults, a suggestion which is now being actively pursued by the MSC in its discussion document **Towards an adult training strategy**. This report has since been complemented by an examination of the extent and use of those services entitled **Educational Guidance for Adults** and a national directory of the services available.

While there is still no national agreement on a network of appropriate guidance services, the MSC moves and the DES support for the **Educational Counselling and Credit Transfer Information Service** are encouraging developments, as is the creation of the National Association of Educational Guidance Services, which we welcome. It is important for everyone to continue to work towards a proper network of information and advice services: these are not a luxury but a necessity if many people are to find the pathway to new opportunities.

4. Access and participation

The Council believed that it was important to know more about the nature of current participation among adults and the lack of it, in order to be able to encourage it. The routes available for adults for a return to systematic learning are an important determinant of the nature and number who succeed in making the entry. Our work in this area includes **Adult students and higher education**, an account of the present state of adult student access to further and higher education, and a study of part-time degree level opportunities.

The Council has spent much time examining the present barriers to access, including financial barriers, structural barriers in the system and lack of academic preparedness, that prevent many adults from returning to systematic study; and it has made many proposals for overcoming these barriers, including more equitable grants to part-time students and more preparatory and bridging courses. This examination forms an important chapter of one of the Council's major reports, **Continuing education: from policies to practice.** This area of knowledge will also be very much strengthened by another major DES funded study soon to be published, on Demand and Access among Mature Students.

The Council has argued that adults need alternative routes in and through the education system. The existing qualifications designed for the initial school system are frequently not appropriate for adults and form an unnecessary barrier to access. **Adult external candidates for GCE examinations** showed some of the difficulties adults face here.

Work to be done includes achieving national agreement to broad measures for alternative access for adults to large numbers of courses which do not rely on the over-restrictive requirement of paper qualifications. A working group of the Council has been examining in detail the problems involved in alternatives to existing requirements and in providing adequate recognition for adults' education and experience and it is important that this work should continue. It may well be given valuable impetus by the MSC's interest in the changing needs of certification for adult training.

5. Structure and organisation

Four inter-related questions need to be answered if adults' needs are to be met. What kinds of structures and organisation meet the needs of what kinds of students for what kinds of courses, at what level of costs? While it was possible to study educational experience and demand at a national level, the problem of studying how the many and various providers make these opportunities available locally requires a closer study of how these providers interrelate on the ground. The Department of Education and Science also gave specific funding to an area study of post-initial provision in the North West of England, and this study of **Post initial education in the North West** was carried out under the Council's guidance. More specific studies commissioned by the Council looked at the **Prime use accommodation for adult education**, the training of staff in continuing education and the increasingly important role of volunteers.

The Council's persistent championship of the principle of a comprehensive service of education for adults has led it constantly to reiterate the need for much closer co-operation among all providers; and this led in practical terms to its encouragement of local development councils for continuing education and of adult and continuing education committees within the Regional Advisory Councils.

An important part of changing structures is to obtain optimum benefit from new technologies. We have made a major study of distance learning in the public sector of education, **Distance learning and adult students**, where we believe that it is likely to play an increasing role. Local radio is an older technology which still has a very important part to play; and we have prepared a handbook of co-operation, **Local radio and the education of adults** in this area.

However, these new technologies are a complement and not a replacement for the personal contact to which adults should be able to have access. The large network of small frontline centres open both day and evening, and at weekends that we recommend will form, we believe, an important point of access and resource. The report of a working group outlining how such centres might develop and be run and what sort of resources they might provide has been completed.

Work to be continued includes moves towards greater flexibility in many parts of the system. It is evident that almost any structural and organisational change can and has been made by someone, somewhere, provided there is the will to do it. An important advance here, and one in which individual Council Members have been involved, is

the development of the understanding of the importance of information about credit transferability and the increasing acceptance of the idea of credit transfer. It is a happy chance that the talents of the Secretary to the Council, John Taylor, are now to be harnessed to the major task of setting up the DES funded **Educational Counselling** and **Credit Transfer Information Service**.

6. Finance

Underlying most of these issues is the question of who pays. How is provision to be funded and how are adult learners to be financed? It became clear to us that there were no agreed national estimates of expenditure on continuing education and training and no clear national policy on fees for different types of courses or for different types of students. We commissioned an information survey of **The scope and costs of the education and training of adults in this country** but this revealed, as its predecessor report had, major gaps in information both in education and training, in the public and private sector. This information gap needs to be filled. In addition, we have each year co-operated with the National Institute of Adult Education in a survey of local education authority fees for adult courses. We also made an examination of inter-authority recoupment and free trade; and a working group set up by the Council is engaged in examining the financing of provision for adults.

Continuing education: from policies to practice contains two major chapters devoted to finance; one to the funding of provision and the other to the financial support of learners. The former examines a number of possible alternative methods of funding national provision and the latter examines the whole question of mandatory and discretionary grants, the principles of training opportunities and paid educational leave and the proposal for an "educational entitlement" for all adults. The Council has also kept in touch with the Manpower Services Commission as well as with the Department of Education, in the hope of encouraging a greater mutual awareness of the principles of funding in the two areas of education and training.

Outstanding work includes all the problems outlined above! If there is to be a major extension of education provision, then the cost and benefit of educational expenditure needs to be assessed more clearly in its relationship to other community needs and priorities. Alternative methods of funding still need to be looked at and agreement achieved in the country as to the principle which should be adopted in making different types of educational opportunities available. The present grant system is haphazard and inequitable as between full and part-time students. We consider that there should be realistic consideration given to a system of educational entitlements, an idea now gaining currency among many other bodies.

7. **Priority groups**

While endeavouring to plan a coherent framework of provision for all people in the community, it was quite clear to us that there are some groups who must form a priority for society. Those who lack enough basic education to take part in any further education or training have been let down by the educational system so far and should be early beneficiaries of improved opportunities. This principle has been clear in all the Council's studies and statements: and it is spelled out in detail

in our report on **A Strategy for the Basic Education of Adults.** The Council has also worked in very close contact with the Adult Literacy and Basic Skills Unit.

Another important priority group are the people who come from ethnic minorities in this country. We have also given a great deal of attention to their needs; and we commissioned a special report on **Adult Education and the Black Communities.**

The most recent commission of government was to ask the Council to look at the increasing needs of the adult unemployed: and we have given major attention to them. This is evident in the Council's report on **Education for unemployed adults.** They are not, of course, homogeneous in their needs. It is vital that developments here are carried out in close liaison with the MSC, and that the long term unemployed are catered for.

There are, of course, many other priority groups; and we have not overlooked their needs. We have kept in close touch with the voluntary and professional bodies concerned with them, such as Age Concern, the Forum for the Rights of the Elderly to Education, the Pre-Retirement Association and the Volunteer Centre. There is no doubt of the continuing need to improve opportunities in education for the elderly, in pre-retirement education and in learning opportunities for the physically and mentally handicapped.

8. Subject areas

At no point did the Council set out to write a new curriculum for the education of adults: knowledge is in the general domain. We did, however, consider that a number of subject areas were particularly important to adults and had not been fully explored in other studies over the years. So we commissioned special studies of the links between the arts and adult education, of basic science education for adults, of adults' mathematical ability and performance, of the political education of adults and of micro-technology in the education of adults. We could not have completed this work on our own and it has been immeasurably enriched by individuals and bodies contributing voluntarily to the Council's work. We are pleased that some work in this area is to be continued by the Further Education Unit.

9. **Has the Council made any difference?**

We were charged with raising the level of excitement about the education of adults. Few would believe that we have wholly managed to achieve this. Too much in the times was against us, notably the economic situation and the recurrent cuts in public spending. There are however some signs of improvement. At the simplest level, the increasing acceptance and understanding of the term, **Continuing education** as the most appropriate one for England and Wales, is a great help. This acceptance is demonstrated for example by the use of the term by the DES, though they place a rather limited interpretation on it. It is to be found expressed in the changes of name adopted by some organisations and increasingly in educational writings. The change is, however, only making itself felt slowly among such necessary groups as politicians and the media where the older term of "adult education" is still seen as more limited and of less importance than the broader canvas of the education of adults that is implicit in the term **Continuing education**. We are also aware that the adoption of new terminology may appear to some to detract

from the established forms of adult education. This has not been our intention. Adult education is and continues to be a vitally important part of the landscape of continuing education. Its role and importance is increasing rather than diminishing while at the same it is coming under increasing attack with cuts in numbers and in financing in many parts of the system. It needs constant support and vigilance to protect it.

At the same time, we do believe that, through its work and its varied representations on so many aspects of adult and continuing education, the Council **has** raised the awareness of a large number of members of Education Committees and those who advise them in relation to the needs of adults. The fact that so many LEAs although hard pressed to find the savings required of them in recent years have managed to preserve and even in some cases extend their adult education service may well be due to the influence exerted by the Council.

The change in attitude among educators has had another important benefit. Until recently educational research and development was dominated by the initial school system, concentrating on the education of children. The policy-oriented research strategy of the DES, particularly in the first three years of the Council's life, focussed both resources and attention on the different needs and learning experience of adults. The DES funded **Reviews of existing research in adult and continuing education** carried out through the NIAE have demonstrated clearly the valuable build-up of new material over the last ten years.

There are other encouraging outward signs of changing commitment: the regrouping of the functions of continuing education under one Under Secretary in the DES, the setting up by the UGC and NAB of working groups on continuing education, policy statements by bodies such as the TUC, NATFHE, ACC, AUT, TEC and three of the four major political parties. More recently, the MSC's **Towards an adult training strategy**, both implicitly and explicitly accepts the importance of continuing education and training.

Another important indication of the Council's influence and its support has been in the very high level of interest and demand in the range of publications produced by the Council. Major policy reports such as **Protecting the Future of Adult Education** sold 2,500 copies and **Policies to Practice** sold 3,000 copies. The regular mailing list goes to 2,000 people and groups. Altogether 53,000 copies of 30 papers and reports have been issued. And some of the work is not yet completed: some reports have not yet come to fruition. It will be extremely important for the impetus that has been built up not to be lost and for the diffusion of this increased resource of knowledge to be carried on. We still do not know how this work will carry on, but carry on it must.

10. Looking to the future

Looking to the future has been a keynote of all the Council's work. Throughout the six years we have tried to establish principles and guidelines that will make future provision both richer and better co-ordinated. The Council hopes that its work will hasten the achievement of a mutually aware comprehensive provision of continuing education and training for adults. To this end it has maintained close contact with the providers in all parts of the field and it has been helped and strengthened in its work by this contact and their support. We have tried to take every opportunity to promote the need for closer co-operation among us all.

In particular, the Council's two main committees have tackled their twin tasks of protecting the present while making preparation for the future with unfailing energy and a wealth of experience. The effects can be found in two of the Council's major reports, **Protecting the future for adult education** and **Continuing education: from policies to practice.** We believe that both of these reports provide continuing work for all who are prepared to take up the task, and that the country needs a Development Council to carry on this work. It is too important to be left to people volunteering in the "corners of their time" with inadequate financial support, or to other organisations for whom it is not their major priority. Nor does any other existing body adequately bring together the necessary wide range of interests involved.

There is certainly continuing work to be done, if adults are to be provided with the continuing education opportunities that they need. Not the least task is the challenge that was sounded at the first meeting of the Council: the need to raise the level of excitement about the education of adults. Judging by the complete absence of any references to continuing education in virtually all public speeches about the future of our society - not a mention during the General Election Campaign of 1983 - this perhaps continues to be the sternest challenge of all.

While we write, we are still awaiting a response from the Secretary of State to **Continuing education: from policies to practice.** This report has now been on his desk for eighteen months. **Education for unemployed adults** has been on his desk for a year. The educational needs of all our adult population will not go away. They are in fact increasing. It is a false economy not to make better provision for them, for the country as well as for all individuals. To continue, as the nation does, with policies which concentrate fully ninety per cent of educational resources on the initial education of children and young people reflects a habit and priorities derived from a settled society in settled employment within a settled framework of knowledge and skill which has long ceased to reflect the changing and anxious world we inhabit.

We therefore end by restating the proposition that the time has come for this country to give the same serious attention to the education of its adults as it gives to the education of its children.

The Arts and Adult Education (1981) by Geoffrey Adkins. Considers the provision of adult education in the arts, crafts and film, and recommends ways to improve working relationships among artists, arts administrators and adult educators.

Basic Science Education for Adults (1981). Examines the place and provision of non-specialist science and technology in adult general education and suggests possible lines of action and development.

Adults' Mathematical Ability and Performance (1982). Summarises two related enquiries commissioned by Council jointly with the DES Committee of Inquiry into the Teaching of Mathematics in Schools. The first was a local enquiry into adults' use of mathematics in daily life; the second was a national survey carried out by Gallup Poll.

Adult Numeracy Study: Tabulated results of a survey (1982). The Gallup survey in full print-out form.

Use of Mathematics by Adults in Daily Life (1982) by Bridgid Sewell. Full report of the local enquiry summarised in *Adults' Mathematical Ability and Performance*.

Prime Use Accommodation for Adult Education (1982) by Keith Percy, Murray Saunders, Gerald Normie and Angela Shepherd. A study of the advantages and disadvantages of prime use accommodation.

Part-Time Degree Level Study in the United Kingdom (1982) by Malcolm Tight. Report on the present limited provision, with proposals for its future development.

Continuing Education: From Policies to Practice (1982). A major report surveying present provision and examining ways to develop a continuing education system in England and Wales over the next twenty years.

Adult Education and the Black Communities (1982). An examination of adult education needs and provision in multi-racial areas, with the implications for adult educators working anywhere in a multi-ethnic society.

Adults: Their Educational Experience and Needs (1982). Report of a national survey of adults' participation in, and expressed needs for, continuing education; with social and demographic analysis.

Education for Unemployed Adults (1982). Report commissioned by the Secretaries of State for Education and for Wales on the role of the adult education service in providing for unemployed adults.

Continuing Education in Universities and Polytechnics (1983) by Richard Hoggart, Michael Stephens, Richard Smethurst and John Taylor. A contribution to the Leverhulme Programme of Study into the Future of Higher Education.

Distance Learning and Adult Students (1983). A review of recent developments, mainly by local colleges in the local education authority sector.

Post-Initial Education in the North West of England (1983) by Keith Percy, Stephen Butters, John Powell and Irene Willett. Report on continuing education provision, including district surveys and topic studies, in one region of the country.

Teachers of Adults: Voluntary Specialist Training and Evaluating Training Courses (1983). Report on training in voluntary specialist organisations, suggesting possible links with local and regional statutory training provision; and a practical guide to evaluating all training courses for teachers of adults.

Local Radio and the Education of Adults (1983) by Jonathan F Brown and Anthony Wright. A handbook for adult educators and local radio staff, aimed at increasing collaboration between them. Includes many facts and figures about local radio.

A SUMMARY OF THE COUNCIL'S PUBLICATIONS

Throughout the six years the Council has carried out its advisory function through:

- Systematic enquiries in major areas of the Council's remit, all of which have led to published reports.

- Written statements and oral evidence in response to policy and consultation papers published by other bodies.

- Public statements and letters to Ministers, national, regional and local authorities, and individual educational institutions.

REPORTS AND OCCASIONAL PAPERS

Published reports and papers have included five Annual Reports, published by HMSO, and thirty four publications by the Council. These are:

After Expansion: A Time for Diversity (1978) by Richard Hoggart. A contribution to the debate on developments in university education for adults.

To make Continuing Education a Reality (1979) by Naomi McIntosh.

Adult Students and Higher Education (1979) by Professor H A Jones and Katherine E Williams. Analyses the current state of adult student access to further and higher education in Britain.

A Strategy for the Basic Education of Adults (1979). Report commissioned by the Secretary of State for Education and Science on national policy proposals.

Links to Learning (1979). Report on the current state of educational information, advisory and counselling services for adults, and proposals for their development.

Local Development Councils for Adult Education (1980). Survey of the numbers, types and functions of LDCs currently in existence.

Scope and Costs of the Education and Training of Adults in Britain (1980) by Maureen Woodhall. An assessment and comparison of the changes between the early and late 1970s.

Inter-Authority Free Trade and Fee Recoupment Arrangements (1980). Survey of current arrangements in respect of non-vocational adult education courses.

Committees Responsible for Adult Education in the Regional Advisory Councils for Further Education (1980). Information report.

Regional Provision for the Training of Part-Time Adult Education Staff (1980). Survey of current and proposed regional provision within the ACSTT recommendation for three stages of training.

Adult External Candidates for GCE Examinations (1981) by Linda Butler. Examines difficulties encountered by external candidates in obtaining acceptance to take GCE examinations at local centres.

Protecting the Future for Adult Education (1981). Report on the maintenance of local education authority adult education provision in the present economic circumstances.

Political Education for Adults (1983). Report on the imparting of information and skills that enable people to understand political issues and processes and to participate in the determination of public policy. Includes contributions from named authors and the findings of enquiries.

Political Education for Adults in Frankfurt, West Germany (1983) by Torsten Bohmer. Detailed report of the findings of a survey of demand and provision in the field of political education, in one large German city.

Most of the above reports are still in print; and a publications list and order form can be obtained from the Advisory Council offices at 19b De Montfort Street, Leicester LE1 7GE.

The publications will continue to be available from the same address for the foreseeable future; for after December 1983 all orders will be dealt with by the National Institute of Adult Continuing Education (same address).

Four reports are still being prepared for publication and should be published by December 1983:

Volunteers in Adult Education (1983) by Dorothea Hall, Colette Laplace and Ieuan Hughes. Report of research into the part played by volunteers in adult education and their relations with professional staff.

Continuing Education: Local Learning Centres (1983). Recommendations on the desirable characteristics of local learning centres to be developed in the future, in terms of location, provision of services, staffing and funding.

Educational Guidance for Adults: Some Studies of Current Provision (1983) by Linda Butler and colleagues. Detailed case studies selected to illustrate the range and variety of current provision, with recommendations for the future.

Microtechnology and the Education of Adults (1983). A commentary on the general picture of microtechnology in courses for adults, a report of a national survey and a special study on the use of computers in a university for adult education and computer literacy.

DISCUSSION PAPERS

The Council has also produced six discussion papers, which in all cases represented a mid stage on the way to a substantial report, with opportunity for wider discussion before that stage was reached.

PERIODIC SURVEYS

In addition to these discussion papers and reports, the Council has published three *Directories of Educational Guidance Services for Adults* (1981, 1982 and 1983) and, jointly with the National Institute of Adult Continuing Education, an annual *Survey of Fees Charged by Local Education Authorities for Adult Education Courses.*

FORMAL RESPONSES

The Council has responded formally and in detail to thirty-six consultative and discussion documents produced by other bodies in the field of education and social policy: ranging from the education of handicapped children and young people to a DHSS document on a happier old age, from a Manpower Services Commission paper on adult training strategy to a Home Office White Paper on Broadcasting.

PUBLIC STATEMENTS

The Council has finally published seven public statements: ranging from a statement to the DES on the review of the Schools Council to a statement of the case for a national development body for the whole field of continuing education. Considered statements in correspondence with individuals and institutions have, of course, been voluminous.

ADVISORY COUNCIL MEMBERSHIP

Council Members

Dr Richard Hoggart	
Mrs Lynne Ball	(Until October 1980)
Mrs Anne Ballard	(From October 1980)
Miss Jeanne Bisgood CBE	
Mr Peter Bosworth	(From October 1980)
Mr Peter Boulter	
Professor Terence Burlin	(From October 1980)
Mr Peter Clyne	
Mr Jack Coates	(Until December 1978)
Mr Paul Cosway	(Until October 1980)
Mr Frank Dale	
Mr Richard Freeman	
Mr Howard Gilbert	
Mr Don Grattan	
Dr Jagdish Gundara	(From September 1980)
Miss Stella Hardy	(Until October 1980)
Mr David Heap	(Until March 1978)
Mr Peter Holmes	(From October 1980)
Mr H D Hughes	
Mr Roy Jackson	
Professor Arthur Jones CBE	
Mr David Lewis	(From October 1980)
Mr Peter Linklater	(From February 1979)
Mrs Naomi Sargant McIntosh	
Mr David Moore	(Until May 1981)
Mr Norman Parkin	(Until October 1980)
Mr Bruce Perry	(From March 1981)
Mr Ron Phillips	(Until September 1980)
Mr Allan Rogers	(Until June 1980)
Mr Peter Scroggs	(Until October 1980)
Sir Roy Shaw	(Until October 1980)
Mr Richard Smethurst	
Mr L C Taylor	(From October 1980)
Mr Trevor Tyrrell	(From January 1981)
Mr Bernard Wakely	(From November 1981)

Assessors

Mrs Carol Chattaway	Department of Education & Science, from June 1979 to June 1983
Mr Tom Clendon	Manpower Services Commission, from October 1978 to July 1983
Miss Jean Dawson	Department of Education & Science, until May 1979
Mr Gordon Etheridge	Department of Education & Science, from June 1983
Mr John Lewis	Welsh Office, from April 1978
Mr John Robertson	Manpower Services Commission, from July 1983
Mr Christopher Rowland	HMI Department of Education & Science
Mr Arthur Stock	National Institute of Adult Continuing Education
Mr Jim Wiltshire	Manpower Services Commission, until September 1978

Secretariat

Mrs Betty Addams	(Finance Officer - part-time)
Mrs Jean Anstee	(Clerical Officer, from January 1979)
Dr Stephen Brookfield	(Research Officer, from September 1981 to August 1982)
Mr Leslie Burrows	(Secretary to the Council, until March 1978)
Miss Andrea Mills	(Administrative Officer)
Mr John Robinson	(Secretary to the Council, from April 1983)
Mr John Taylor	(Secretary to the Council, from April 1978 to May 1983)
Mr Martin Warburton	(Assistant Secretary to the Council, from April 1979)